

CHAPTER III

RESEARCH METHOD

In this chapter will be discuss research methodology used by the researcher in conducting the research, explain of time the research design, subject of study data and data source, technique of data collecting, technique data verification, and data analysis. The explanation of the each item would be discussed as follows:

A. Research Design

The data collection method in this research was used descriptive with qualitative approach. Qualitative research was type of research approach that aimed to reveal a particular social situation through describe the real fact in form of words grounded on relevant data collection and analyze process from natural situation (Satori and Komariah, 2012:25). Creswell (1998) also defined that qualitative research as an inquiry process of understanding based on distinct methodological tradition of inquiry that explore social or human problem (in Satori and Komariah, 2012:24). The researcher builds a complex, holistic picture, analyzes words, report detailed of informant, and conduct the research in natural setting. Through undertaking a qualitative research, it was aimed to contribute certain theory (Satori and Komariah, 2012:24). The terms that have been discussed in the research were expected to set the new theory. In this research used qualitative method. This study focus to describe the English teachers' perception using portfolio assessment and the English teachers' practices using portfolio assessment. Furthermore, he said that one of the factors determined research design is the research question. Therefore, in line with the research questions and purposes of the research which investigate the implementation of portfolio assessment and try to find out the obstacles faced by teacher and students in

constructing portfolio assessment, this study employs qualitative design which emphasizes on observing, describing, interpreting and understanding the status of a group, a set of condition or how events take place in the real world or in the present (Nazir, 2003) and descriptive study which explains and describes the situation of an object completely and entirely, that is appropriate with the condition and the situation in the time of the research happened (Nazir, 2003).

Qualitative research employs the natural setting as the source of data. The researchers attempt to observe, describe and interpret settings as they are, while maintaining what Patton (2001, p. 55) calls as an “emphatic neutrality”. The researchers go directly to the particular settings of interest in which they observe and collect their data, as Bogdan & Biklen (1992) point out that the researchers feel that human behaviors can be best understood in the actual settings in which they occur. Do to that reason, this study employs classroom as the natural setting where researcher observes, describes and interprets the setting without changing anything.

Qualitative data are collected in the form of words or pictures rather than numbers. Therefore, the data collected can include field notes, interview transcripts, official records, personal comments, and anything else that reflect the actual behaviors of subjects. The data in this study are in the form of filed notes of classroom observation, and interview transcripts.

Fraenkel & Wallen (2003) present five distinctive characteristics of qualitative research (p.431-433).

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2. Qualitative data are collected in the form of words or pictures rather than numbers. Therefore, the data collected can include field notes, interview transcripts, official records, personal comments, and anything else that reflect the actual behaviors of subjects. The data in this study are in the form of field notes of classroom observation, and interview transcripts.
3. Qualitative researchers are interested in process as well as product. Thus, their research typically contains highly detailed rich descriptions on how things occur: for instance, how people interact with each other, how people's belief and attitudes are translated into certain actions or how something is implemented particular setting. This study, in line with the research questions, which focuses on the implementation of portfolio is interested in analyzing the process of portfolio implemented in classroom and this study also tries to find out the obstacles faced by teacher and students in the process of completing portfolio.
4. Qualitative researchers tend to analyze their data inductively. They do not usually search out or reject the hypotheses formulated beforehand, as quantitative researchers normally do. In other words, qualitative researchers are not putting together a puzzle whose picture they already know. They are constructing a picture that takes shape, as they collect and examine the parts (Fraenkel & Wallen, 2003, p. 432). The data collected through classroom observation and interview are

analyzed inductively and described as detail as possible in order to give clear picture of what is happened to the participants in their natural setting.

5. Qualitative researcher's major concern is how people make sense out of their lives. They want to know the assumptions, motives, goals, and value that the participants in a study have or share. This study tries to figure out the obstacle faced by teacher while implementing portfolio assessment in the classroom and by students in completing portfolio. There are some varieties of approaches to qualitative research. Case study was one form of qualitative research, and thus case study was often discussed within the context of qualitative research and this study employs a case study. A case study was employed in this study to gain in-depth understanding of the implementation of portfolio assessment in the classroom. As stated by Merriam (1998) case study is an examination of a specific phenomenon such as program, an event, a person, a process, an institution or a social group which presents a detailed account of phenomenon under study, as it exists in its naturally occurring environment (Johnson, 1992) . In addition, (Shuttlerworth, 2008) states that case-study focuses on specific and interesting case.

An explanatory case study used when little was known about the case being investigated since it was aimed to seek the wholeness and integrity of the case (Punch) cited in Silverman (2005). It can also be considered as a case study dealing with a single case or a small case (Merriam, 1998), and typically emphasizing features that make one person or organization different from others which takes place in a natural setting, such as a classroom, neighborhood, or private home (Fraenkel & Wallen, 2003).

By the explanation above, it can be said that case study aims to describes the context and population of the study, to discover the extent to which program has been

implemented, to provide feedback of a formative type, and to confirm the process by which the program has the effect to the event or the participants. The strengths of case study are, as Merriam (1998) explains, that it offers a mean of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon (p. 40). Case study are typically done in real-life situations, resulting in a rich and holistic account of a phenomenon, a process that offers insights and illuminates meanings that expand its readers' experiences. Accordingly, case study is the preferred method when the researcher seeks as comprehensive an understanding of an event or situation as possible. Due to that reason, case study was used in this study to describe the perception and implementation of portfolio assessment in the classroom. In order to establish trustworthiness, several data collection techniques are employed as a form of methodological triangulation (Mason, 1996 in Silverman,2005). The techniques comprising the information were gained through observation, interview, questionnaire, and document analysis. In this study, the research only the data in this study are in the form of filed notes of classroom observation, questionnaire and interview transcripts.

B. Subject of Study

Subject of study is individual or members who are being observed, in this term, the writer gives the reason about selecting the field of study, and the informants that were believed by the writer to give accurate data. (Nasution) 1991:119 explain that subject or research is the process of selecting the number of individuals for a study such as way individual represent the large group from they were selected. In this term, the researcher gives some reason about selecting the field of study and also the informant

who can give accurate data. The researcher's reason in choosing the field of study and the informant of study as follows:

This study tells us about the English teachers' perception in using portfolio assessment and the English teachers' implementation of using portfolio assessment of second years at MTs Assyafi'iyah Gondang. It was why the researcher chose MTs Assyafi'iyah Gondang as research setting because most students of the second year were able to English and also 3 of school teachers' practices portfolio assessment in English teaching.

By describing above the researcher hoped that it could be provided the contribution for all of teachers, lecturers, and all of the reader of this thesis which has the title "Teacher's Perception and Their Practices in Using Portfolio Assessment of Second Year At MTs Assyafi'iyah Gondang". To get the clear information in the research, the researcher was presented the information as detail as possible about the object that have been described.

C. Data and Data Source

Saryono (2013:3) stated that "the data in qualitative research is in form of words, utterances, and narration related to the subject of the research". The data that used in this research are teachers answer on, interview and questioner response, documentation also lesson plan and with teacher class that be taught in English to know their perception and their implementation in the class. The data that used in this research in form of information were obtained from the interview with the English teachers that taught in all of second years Mts Assyafi'iyah Gondang, and the analysis of the teacher's questionnaire, lesson plan and documentation. All of the information related to teacher

in perceives the student need in learning English related to portfolio assessment they preferred to use in their teaching and learning process.

1. Data source

Data source is very important because the researcher get the information or data from it. This classification of data source according to Surbayabrata (2009:39).

a. Primary Data

Primary data is data is collected by the researcher thought the first object directly, and the data can be gotten from teacher answer interview. The data of interview was done by researcher to get the information about teachers' perception and their implement in using portfolio assessment at MTs Assyafi'iyah Gondang. Interview as scope collected by the researcher thought the first object directly to get the information about teachers' perception and their implement in using portfolio assessment at MTs Assyafi'iyah Gondang.

1. Interview

This study are data gotten from the result of teachers interview to teachers' second grade to get the information about English teachers' perception using portfolio assessment in English teaching. It cause the researcher used question respon to develop questionnaire of the teacher interviews. The subject of interview are teacher second grade that was taught perception and their practices portfolio assessment in teaching English at MTs Assyafi'iyah Gondang. In this research, researcher was tried to collect the data through the information from all informants. The informants was the English teacher of MTs Assyafi'iyah Gondang that teaches English in second years of MTs Assyafi'iyah Gondang here was included sound recording, video recording, and teacher's transcripts.

2. Questionnaire

In this research, the additional informations were collected from other sources. The other source was questionnaire respon. Questionnaire here was included paper of quistionnaire respon that have formulated before.

b. Secondary data

The Secondary data of this study are data gotten from the result of documentation and lesson's plan to teachers' second grade to get the information about English teachers' perception using portfolio assessment in English teaching. It cause the researcher used documents In this research, the additional informations were collected from other sources. Document here was included sound recording, video recording, and teacher's lesson plan that have formulated before. Teacher's lesson plan is step-by-step guide that provides a structure for an essential learning. Before planning a lesson, it essential classify the learning outcomes for the class. It is important because it helps the teacher in maintaining a standard it helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic.

D. Technique of data collection

Fathoni stated (2006:104) "the data in the qualitative research means the information that obtained through some measurements and it was used to formulate a logical argument become certain fact". The data itself were collected through a process known as technique of data collection. Based on the source of data, the techniques of collecting data were:

1. Interview

Bogdan and Biklen (1998;85) mentioned how good interview it is, " Good interviews are those in which the subject are ease and talk freely about their point of

view. Good interview produce rich data filled with word that reveal the respondes' perspective. Trascripts are filled with detail and example. Good interviews communicate personal interest and attention to subject by being attentive, according their heads and using appropriate facial expression to communicate.” From here it can be concluded that, in an interview should not be in a right condition.

Interview was a technique to collect the data to find out the information from the informant through conversation or ask and answer activity (in Satori and Komariah, 2012:130). In term of Qualitative research, researcher was used in depth interview to grading the data. Stainback (2012:130) give the addition that an interview has been a tool for gain the deeper understanding of how the participant interpret a situation or phenomenon that collected in observation alone. According to Bogdon and Biklen (1998;93) an interview is a proposeful conversation, ususally between two people but sometimes involving more, that is directed by one to get order to get information from the other. Generally, there were three kind of interview. There were; unguided interview, guided interview and mixed interview. Stainback (2012:130) give the addition that an interview has been a tool for gain the deeper understanding of how the participation interpret a situation or phenomenon that collected observation alone.

From the explanation, it could be seen that in-depth interview was collected the information of the process on the research from the dialogue between researcher and informant in term of participatory observation. The interviews were conducted with English a teacher that has taught in second grade classes of MtS Assyafi'iyah Gondang Tulungagung. It answered the general questions about how is teacher perception learning English and its implementing the teacher's teaching in the class in using

portfolio assessment, strategies that applied to the classroom teaching and learning process. The interviews were hold in the school.

In this research to collect the information, the researcher used guided interview. It cause the researcher used question to develop questionnaire of the teacher interviews. The subject of interview are teachers second grade at MTs Assyafi'iyah Gondang that was taught perception and their implement in using portfolio assessment in teaching English. The interview was happened when the researcher distribute the questionnaire, both of the researcher and subject of this interviews was talking about something. It began small talk. Then, in continued with talking about the main topics related to questions of questionnaire to know their perceive both of perception and apply portfolio assessment in teaching English.

The main points of interviewed question were:

- a. Teacher's approval on the situation of student work place in the future that might faced by them related to portfolio assessment.
- b. Teacher's perception on understanding in using portfolio assessment to implement the target situation.
- c. Teacher's opinion about the effectiveness of portfolio reason in the learning
- d. Teacher's perception on understanding of the student in using portfolio assessment to
English learning based on the target situation in the class.
- e. Teacher's perception in using portfolio assessment based the result of the student work
- f. Teacher's perception on portfolio assessment was easy to take the value of student with subject and object.

- g. The form of portfolio that usually used in the evaluating.
- h. The media that usually used in the teaching and learning process.
- i. Teachers' ways to the English proficiency on student of second years in using portfolio assessment be able to student understood also more essay to evaluate the student work

After determining the point of information that researcher wants to find out, it is important to make clear about who the informant is. The informant of this research is an English teacher of MTs Assyafi'iyah Gondang especially for second grade class. The interview was conducted on Friday, May 30th, 2019 at 8.35 am in Treacher office of MTs Assyafi'iyah Gondang

3. Quistionnaire

A questionnaire is a research instrument consisting of a series of question and prompt for the purpose of gathering information from respondents. They are tools by teachers to reflect about their teaching process. In this study, the researcher used questionnaire to identify the data to know how English teachers' perception portfolio assessment in English teaching and the English teachers' apply portfolio assessment in English teaching to obtain information that could be relevant for this research.

In this research, the additional informations were collected from other sources. The other source was questionnaire respon. Questionare was distributed by the researcher in the teachers' class. Quistionnaire here was included paper of quistionnaire respon that have formulated before.

2. Documentation

In term of language, the word document came from Latin "docere" which has meaning teaching. In English, document has meaning that something written or printed,

to be used as a record or evidence (in Satori and Komariah, 2012:146). In this research, researcher been able to found some documents:

a. Recording of interview

This recording of interview was presented the English teacher's opinion and experience in perceived their students language need. Every English teacher has his or her own perception the student needs in learning English. Naturally, it would be different each other, but it has quite similar goal and in term of providing the appropriate material for the student. From this recording, the researcher was collected more information from the teacher.

b. Lesson plan

Lesson plan was used by the researcher to find out the information of teaching strategy that used by the English teacher and how it formulated as the impact of teacher's perception on student needs in learning English. The data was collection during research at MTs Assyafi'iyah Gondang have been doing. Researcher collecting the data by meeting the subject directly. Interview and observation was happening when the researcher was making conversation with the students.

E. Technique Data Verification

In this research the researcher used triangulation to check the validity of data. Accoding Cresswel (2009;185), Trianggulation of data, will be collected thought multiple source. Additionaly Ery et, all (2010;498) said that the use of multiple source of data, multiple obsevers, and multiple of method is referred to as triangulation.

Here, the researcher used the methodology triangulation because to check the validity of data researcher. For checking the truth worthiness of data can be using of variety of instrument collect data. The purpose triangulation in other hand is increases

the credibility of the result. When a conclusion is supported by data collected from number different instrument, its validity is enhanced. Miles and Huberman (1984:102) say that triangulation is the application of the use of combination of several research methodologies of data collection in the study of same aspect of human behavior.

Researcher uses methodological triangulation in this study. Methodological triangulation was done employing different method of collecting data, namely, interview, questionnaire and documentation. To get the related to the study the researcher distribute the questionnaire to 3 teachers of second grade class. After conducting interview to identify the data, to checking trustworthiness of data the researcher distribute the questionnaire, interview was supported by data questionnaire, interview and questionnaire compared those data. In the other word each instrument supported by the other instrument.

F. Data Analysis

Data analysis was the process of systematically sourced and arranged the interview transcript and documents in the effort of increase the researcher understanding of them before made a conclusion about what has already discovered in the research. Principally, the process of data analysis in qualitative research conducted continuously since before entering the field up to the end of all research activities in the field. As Nasution (1988) said that the data analysis process started in formulate and explain the problem up to process of write down results of the research (in Satori and Komariah, 2012:215). However, the most hard data analysis process was during the process of collecting data in the field. The technique for data analysis that used in this research was inductive. This technique used to find out the the result of the data from the real field. The collected data obtained from the result of interview, questionnaire and

documentation draw conclusion. Moreover data in qualitative research involved narration of the findings. In the other word, in qualitative data were presented descriptively. The process of analysis data researcher use several steps in analysis the data:

1. Data reduction

Data reduction was a form of analysis that researcher should be sharpened, sort, focused, discard and organized the data in such way that final conclusion could be drawn and verified. In this research, after collecting both main data and additional data, the researcher should be sharpened, sorts, focused, discard and organized the data up leaving the requirement data only. The researcher present the data which dominant type by describe the teachers' questionnaire items become scope to get data, and also the data toward by interview the teacher in second grade to get more data.

Data reduction is started by data explaining, selecting the basic things, focusing on something important to the content of data which derives from the field. Data reduction involves making decision about the data chunks will provide your initial focus. So, the reduced data can give description deeply to the questionnaire result that related to teachers' perception using portfolio assessment in English teaching and the English teachers' apply portfolio assessment in English teaching at MTs Assyafi'iyah Gondang. All the taken data was were transcribed and selected data are then organized to be displayed.

□ Coding

Coding is analogous to getting ready for data provides in this stage, after get the data, the researcher collected the data. After data all collected the researcher place all

units having the same coding together. It was easier to read the data. In short, by coding all the data gathered was the underline the significant data that are appropriate with topic of this research. So it was easier to read the data. In this research not all of data interview include as the data.

2. Data display

Data display the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the researcher mastered the data collected as the basic appropriate conclusion. In this step the researcher gave gritting orally taken of the subject of the study. The researcher display the data which are related to the researcher question of this study. Data display was a form of analysis that describes what is happening in the natural setting so that it finally could be helped the researcher to draw a conclusion. In this research, data was displayed in form of voice recorded which has already transcribed. As the previous process, it was based on the formulation of the problems of research. The form of data that usually used in data display was in form of narrative text.

3. Conclusion Drawing

Conclusion was the last steps of analyzing the data in the research. In the context of the research, after the data displayed, a conclusion was drawn. There were two kinds of conclusions that researcher drawn in this research. They were temporary and final conclusion. Temporary conclusion were valid if it could be answered the statement of research problems that being investigate in the research and the researcher could be used it in conclusion. The data were not valid if the formulation of research problem could not be answer. If researcher faced this problem, the process should be repeated.

The researcher was used inductive technique to find out conclusion from the data. Conclusion in qualitative research was a new finding that has never existed before. The finding might be in form of description or overview of an object that unclear before, and produces a causal relationship or interactive, hypothesis or the theory. In the last step, the conclusion is verified to the notes taken, furthermore, it is brought to the perfect conclusion. Making conclusion is the process drawing the content of data collected in the form of a good statement and having clear data. Finally the last conclusion is more significant and clear can be gotten. Here the conclusion is done by the result of describing by teacher interviews, questionnaire and identifying the similarities to create new categorize to answer the research question.